

Teacher's Scoring Guide



Grade 5
English/Language Arts
Fall 2007

Indiana Statewide Testing for Educational Progress



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INTRODUCTION

During the fall of 2007, Indiana students in Grades 3 through 10 participated in the administration of *ISTEP+*. The test for *ISTEP+* Fall 2007 consisted of a multiple-choice section and an applied skills section. For the fall testing, the multiple-choice section was machine-scored. The applied skills section consisted of multiple-choice questions, open-ended questions, and a writing prompt. The multiple-choice questions were machine-scored, while the open-ended questions and writing prompt were hand-scored.

The test results for both the multiple-choice and applied skills sections were returned to the schools in late November 2007. Copies of student responses were returned to the schools in early December 2007. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the *ISTEP+* Fall 2007 applied skills section, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's work.

There are three scoring guides for Grade 5, English/Language Arts, Mathematics, and Science. In this English/Language Arts guide, you will find:

- an introduction,
- a list of the English/Language Arts Grade 4 Indiana Academic Standards,*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- multiple-choice questions with correct response indicated,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.state.in.us) or call the Indiana Department of Education at (317) 232-9050.

* Because *ISTEP+* is administered early in the fall, the Grade 5 test is based on the academic standards through Grade 4.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, spelling, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are aligned as closely as possible with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, in Grade 5 the students were asked to write an original story about an unforgettable day.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and get their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of grammar, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 3–5 Writing Applications Rubric has three major categories: (1) Ideas and Content, (2) Organization, and (3) Style. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use grammar, spelling, punctuation, and capitalization. The Grades 3–5 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 21 through 30. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS GRADE 4 INDIANA ACADEMIC STANDARDS

❑ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (*un-*, *re-*, *-est*, *-ful*), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

❑ **READING: Comprehension**

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. In addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

❑ **READING: Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.

❑ **WRITING: Process**

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

❑ **WRITING: Applications**

Students are introduced to writing informational reports and written responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4—WRITING: Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

❑ **WRITING: English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

❑ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.state.in.us contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 3–5

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content
	Does the writing sample
6	<ul style="list-style-type: none"> • stay fully focused? • include thorough and complete ideas?
5	<ul style="list-style-type: none"> • stay focused? • include many relevant ideas?
4	<ul style="list-style-type: none"> • stay mostly focused? • include some relevant ideas?
3	<ul style="list-style-type: none"> • stay somewhat focused? • include some relevant ideas?
2	<ul style="list-style-type: none"> • exhibit less than minimal focus? • include few relevant ideas?
1	<ul style="list-style-type: none"> • have little or no focus? • include almost no relevant ideas?

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 3–5

Chart continued from page 8.

Score Level	Organization	Style
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> • have clear order? 	<ul style="list-style-type: none"> • exhibit exceptional word usage? • exhibit writing that is fluent and easy to read? • display a strong sense of audience?
5	<ul style="list-style-type: none"> • have clear order? 	<ul style="list-style-type: none"> • exhibit more than adequate word usage? • exhibit writing that is fluent and easy to read? • display a sense of audience?
4	<ul style="list-style-type: none"> • have order? 	<ul style="list-style-type: none"> • exhibit adequate word usage? • exhibit writing that is readable? • display some sense of audience?
3	<ul style="list-style-type: none"> • have some order? 	<ul style="list-style-type: none"> • exhibit minimal word usage? • exhibit writing that is mostly readable? • display little sense of audience?
2	<ul style="list-style-type: none"> • have little order? 	<ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little sense of audience?
1	<ul style="list-style-type: none"> • have little or no order? 	<ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little or no sense of audience?

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 3–5

SCORE POINT 6
A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.
Ideas and Content
<p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling and/or repeating information? <p>Does the writing sample include thorough and complete ideas? Does it</p> <ul style="list-style-type: none"> • include in-depth information and supporting details? • fully explore many facets of the topic?
Organization
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support?
Style
<p>Does the writing sample exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and provide rich details, strong verbs, and/or vivid descriptions? • demonstrate control of a challenging vocabulary? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentence patterns.) <p>Does the writing sample display a strong sense of audience? Does it</p> <ul style="list-style-type: none"> • have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have a clear voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 5	
A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.	
Ideas and Content	
<p>Does the writing stay focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • very seldom ramble and/or repeat information? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide some in-depth information? • provide supporting details? • explore many facets of the topic? 	
Organization	
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? 	
Style	
<p>Does the writing sample exhibit more than adequate word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and use vivid or challenging words? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentences.) <p>Does the writing sample display a sense of audience?</p> <ul style="list-style-type: none"> • Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 4	
<p>A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>	
Ideas and Content	
<p>Does the writing stay mostly focused?</p> <ul style="list-style-type: none"> • Does it mostly stay on the topic? (Writing may include minor tangents.) • Writing may include some rambling and/or repetition. <p>Does the writing sample include some relevant ideas and information?</p> <ul style="list-style-type: none"> • Does it present related information? • Writing may not fully develop details; it may list ideas with some detail. 	
Organization	
<p>Does the writing have order? Does it</p> <ul style="list-style-type: none"> • follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)? • have a logical progression of main ideas and support? (Writing may have lapses.) 	
Style	
<p>Does the writing sample exhibit adequate word usage? Does it</p> <ul style="list-style-type: none"> • include mostly ordinary/common words (although some vivid or challenging words may be used)? <p>Is the writing readable? Does it</p> <ul style="list-style-type: none"> • flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)? • generally lack varied sentence patterns (although it may include some complex sentences)? <p>Does the writing sample display some sense of audience?</p> <ul style="list-style-type: none"> • Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 3	
A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.	
Ideas and Content	
<p>Does the writing stay somewhat focused?</p> <ul style="list-style-type: none"> Does it stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.) Writing may ramble and/or repeat information. <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> provide minimal information and not begin to exhaust the possibilities? provide minimal details, but does not develop details? 	
Organization	
<p>Does the writing have some order? Does it</p> <ul style="list-style-type: none"> show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)? require the reader to fill in gaps in the sequence? 	
Style	
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> contain ordinary/common words? exhibit minimal evidence of word choice? <p>Is the writing mostly readable?</p> <ul style="list-style-type: none"> Writing may be difficult to follow in some sections. Writing may be hard to understand; the connection of ideas and information may be unclear. Does the writing lack sentence variety? <p>Does the writing display little sense of audience?</p> <ul style="list-style-type: none"> Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 2
<p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>
<p>Ideas and Content</p> <p>Does the writing exhibit less than minimal focus?</p> <ul style="list-style-type: none"> • Writer may get distracted or drift away from topic. • Topic may not be developed. <p>Does the writing sample include few relevant ideas?</p> <ul style="list-style-type: none"> • Writing may include unfinished/fragmented ideas. • Writing may include only one or two bits of information.
<p>Organization</p> <p>Does writing have little order? Does it</p> <ul style="list-style-type: none"> • show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)? • have some ideas that may not be related to each other?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • show no evidence of attention to word choice? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> • Reader may have to fill in gaps or guess what the writer was trying to say. • Does the writing lack sentence variety? <p>Does the writing sample display little sense of audience?</p> <ul style="list-style-type: none"> • Text may be flat, lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 1	
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>	
Ideas and Content	
<p>Does the writing have little or no focus on topic?</p> <ul style="list-style-type: none"> Content may convey little meaning. <p>Does the writing sample include almost no relevant ideas and information?</p> <ul style="list-style-type: none"> Writing may contain unfinished ideas. Writing is likely to be brief. 	
Organization	
<p>Does writing have little or no order?</p> <ul style="list-style-type: none"> Does it lack the sequence of a beginning, a middle, and an end? Writing may have ideas that are not related to each other. 	
Style	
<p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> contain a very limited and simple vocabulary? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> Is sentence construction frequently incorrect? <p>Does the writing sample display little or no sense of audience?</p> <ul style="list-style-type: none"> Writing may be flat and lifeless (i.e., have no voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Language Conventions Rubric Grades 3–5

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the fall 2007 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt

WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

A Day I Will Never Forget

Read the writing prompt below and complete the writing activity.

Think of a day that you will never forget because it was unusual, fun, exciting, or even boring.

Write an original story about your unforgettable day. Tell what happens on this unforgettable day and why you think it is unforgettable.

Be sure to include

- what happens on this unforgettable day
- why the day is unforgettable
- specific details to make the original story interesting
- a beginning, a middle, and an end to your original story



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your original story on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 43, check your writing for correct grammar, spelling, punctuation, and capitalization.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Pre-Writing/Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**

Writing Icon

The writing icon, which appears before both the writing prompt and the extended-response question, alerts the student that the response will be scored for writing. The writing icon boxes on pages 36 and 46 of the test book include the criteria by which the writing will be judged.

Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct grammar, spelling, punctuation, and capitalization.



Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.

Editing Checklist

- 1** Have you started each sentence with a capital letter?
- 2** Have you capitalized names of people and places?
- 3** Have you used correct punctuation?
- 4** Have you spelled all words correctly?
- 5** Does the action word (verb) of your sentence agree with the subject?
Examples: Tom plays at the park.
They play at the park.
- 6** Have you used the correct form of your action words (verbs)?
Examples: Jan plays today.
Jan played yesterday.
Jan will play tomorrow.
- 7** Have you written complete sentences?

Writing Applications

Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all parts of the prompt (i.e., tells about a day in the Bahamas).
- remains tightly focused on the task.
- includes rich, relevant support (e.g., *It was so warm, and when you squeezed your feet into the sand [,] it was majecle [magical]! Oh, and the water, crystle [crystal] clear! You could go out twenty feet and still see the bottom perfctly [perfectly]*). The writer paints an in-depth picture of the sights and sounds of the day.
- is organized logically and sequentially.
- uses words and ideas that are above grade level.
- flows naturally. The writer employs a wide variety of sentence patterns and uses transitions exceptionally well.
- displays a strong awareness of the audience, conveying a range of emotions from wonder (e.g., *We found one that looked like a grain of sand! It was that tiny*) to fear (e.g., *It was horifing [horrifying]. I started pointing and screaming in my snorcle [snorkel]. I literily [literally] climbed on my dads [dad's] back, and he swam me up to shore*).

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- begins all sentences with a capital letter and capitalizes all proper nouns.
- has no errors in ending punctuation.
- has no subject and verb agreement errors.
- has numerous grade-level spelling errors (e.g., *discovered* [discovered], *exiting* [exciting], *majecle* [magical], *perfctly* [perfectly], *Crocodile* [Crocodile], *inbetween* [in between], *tring* [trying], *slinder* [slender]), some of which may be of the first-draft variety.* Other spelling errors result from the writer's attempts to use an above-grade-level vocabulary.
- has no run-on sentences and one sentence fragment (e.g., *Oh, and the water, crystle [crystal] clear!*) that seems to be included for emphasis.

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Original Story

Title: My Unforgettable Day

Just a few weeks ago, I discovered an unforgettable day. My family and I went on a cruise. It was all unforgettable, but I want to point out one day that made the trip exiting!

On the third day on the boat we went to the Bahamas. It was wonderful. It was so warm, and when you squeezed your feet into the sand it was majecle! Oh, and the water, crystle clear! You could go out twenty feet and still see the bottom perfectly!

At the Bahamas we swam with sing rays. While the singray experts were telling us about the singrays they told us the Crocadile Hunter just got killed by one. I was freeked out! They told us they had just cut the barbs off of them, so there was no way we were going to get stung by a stingray. I felt relieved. Once we got in the water the stingrays would come up to you and swing across your feet. You also got to feed them. You put fish inbetween your fingers and the singray would swim over your hand and suck up the fish. I was scared to, but my dad did it!

Another thing we did was find a ton of hermit crabs. My dad and I found a place where there were hundreds of them. We found one that looked like a grain of sand! It was that tiny. The only way my dad found it was because it moved a little. We found a huge one too. It as big as your palm! We left that one alone. I got pinched by a small one tring to put it down. It hurt! Have you ever gotten pinched by one? I think the only reason it pinched me was because it was saying thank you, but not tring to hurt me!

My dad and I also went snorkling. We got just where you could start seeing and saw a five and one half foot long baricooda. It was horifing. I started pointing and screaming in my snorkle. I literily climbed on my dads back, and he swam me up to shore. The baricooda was long and slinder. It had big vituperitive teeth. It was slimy and shiny. That was the end of the water for me. I felt bad for my dad because he had to snorkle by himself, but I knew he still had fun.

That was what happened on my unforgettable day. This happened maybe three weeks ago and I still remember it like it was yesterday.

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- accomplishes the task (i.e., tells about a day when the family dog had puppies).
- remains focused on the task throughout. The writer explains how and why the day was unforgettable.
- provides many relevant details, including some in-depth description of the event (e.g., *When we walked in [,] we saw that the dog was running into my parents' [parents'] room. So we followed. When I noticed Shadow looked uncomfortable [,] I took everything off the bed, [no comma] and put a bunch of towels on).*
- has a logical order with a brief beginning, a well-developed middle, and an ending that reiterates the beginning.
- demonstrates more than adequate control of vocabulary, although occasional errors in verb tense (e.g., *My mom had gotten some pictures. I asked if I could have some of them. She had said [She said] yes, so I ran downstairs to get my scrapbook*) detract slightly from the fluency of the writing.
- consists of simple as well as complex sentence patterns (e.g., *When I got home [,] I took all the puppies and put them on my bed, along with Shadow*).
- engages the audience by beginning and ending with the father's surprise announcement and showing the caring relationship between the family and the dog (e.g., *That night I was telling Shadow what a good job she did*).

NOTE: A Score Point 5 paper may have many of the same characteristics found in a Score Point 6 paper. However, a Score Point 5 paper frequently lacks consistency, in-depth development, sophisticated sentence structure, and/or sophisticated use of vocabulary.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has one error in ending punctuation (e.g., *They asked me why? [why.]*).
- contains no subject and verb agreement errors.
- has a few grade-level spelling errors (e.g., *exaactly* [exactly], *Unforgettable* [Unforgettable], *glueing* [gluing]).
- includes no run-on sentences and no sentence fragments.

Original Story

Title: A Day I Will Never Forget

"Yipee!" One boring August day my dad stormed through the door saying "Our dog Shadow is going to have puppies!" Everyone in my house was so excited. We called my aunt to tell her the good news.

It's been exactly 9 weeks. So we walked inside to check on Shadow. When we walked in we saw that the dog was running into my parents room. So we followed. When I noticed Shadow looked uncomfortable I took everything off the bed, and put a bunch of towels on. Finally my brother went to get my dad because Shadow had started delivering. When she was done delivering we let her get some rest.

My mom had gotten some pictures. I asked if I could have some of them. She had said yes, so I ran downstairs to get my scrapbook. I opened it up and started writing at the top.

"The Unforgettable Day." Then I started glueing the pictures down. After I was finished I went downstairs for dinner.

That night I was telling Shadow what a good job she did. My parents came in and I told them I would never forget this day. They asked me why? I said because it was nice getting to see our beautiful dog have all those beautiful puppies. After that we all went to bed.

The next morning I ran outside to see the puppies before school. They were all still sleeping so I said "bye" and left for school. I had been telling everybody that day about my puppies.

When I got home I took all the puppies and put them on my bed, along with Shadow. We all had got about a 2 hour nap in. My mom had came and woke us up to take them to the veterinarian.

I keep telling myself, even though the puppies have been sold I still will never forget that day. I had wanted more puppies again so last night my dad came in the door saying "Shadows pregnant again!"

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- accomplishes the task (i.e., tells about a day at the zoo, which is followed by a birthday celebration).
- remains focused on the task.
- offers some relevant, specific support (e.g., *All the kids, which were C., R., D. and me [I], went in the enchanted garden. There was a very [,] very strong net that you walked on that led to a tree house [treehouse]. I took D., [no comma] because he's two*), but overall development is uneven.
- presents a brief beginning, a choppy middle, and a somewhat abrupt ending.
- relies mostly on grade-level vocabulary.
- contains many short, simple sentences (e.g., *We took five people. I got to pedal. It was super easy! All five of us almost sunk [sank]! It was scary*), though some sentences are longer and complex.
- attempts an original voice through the use of imagery (e.g., *Then we saw camels [,] and there [their] humps were jigeling [jiggling] like jello [Jell-O]*).

NOTE: A Score Point 4 paper represents a good performance. One factor that differentiates a Score Point 4 paper from Score Point 6 and Score Point 5 papers is the development of ideas and content.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has no errors in ending punctuation, except in the case of the run-on sentence cited below.
- has no subject and verb agreement errors.
- contains several grade-level spelling errors (e.g., *wolfs* [wolves], *praire* [prairie], *under ground* [underground], *tree house* [treehouse], *goodys* [goodies]).
- has one run-on sentence (e.g., *We finally got there [,] I ate some supper and went outside with my cousins and sister and talked*) but no sentence fragments.

Original Story

Title: The Funnist Day Ever

We were waiting to go to the Zoo. We Finally got in the van. It was a twenty-five minute drive.

When we got to the Zoo we gave our green money to the zookeeper. We went down to a pirate ship and looked at that a while. Then we saw some wolfs, prairie dogs, and hawks. At the prairie dogs we could go under ground and take a picture.

We saw giraffes and zebras. There was a young zebra. We took a picture with the giraffes. Then we did paddle boats. We took five people. I got to pedal. It was super easy! All five of us almost sunk! It was scary.

We got to ride the tram around the zoo. Everyone on the tram got to see birds and monkeys. Then we saw camels and their humps were jigeling like jello!

All the kids, which were C., R., D. and me, went in the enchanted garden. There was a very very strong net that you walked on that led to a tree house. I took D., because he's two. C. and R. went on and played. In the enchanted garden, there was a spider web that you could climb, and there was a tube you could go under the water and otters.

We finally went home and ate lunch. Then we played outside after we cleaned up. My Mom told we are going to Grandma's for supper, and to celebrate J.'s birthday after the H.'s left. J. is my cousin. We left right after they left.

We finally got there I ate some supper and went outside with my cousins and sister and talked. Then we went to open presents. I got some little goodys. We ate some cake. Then we gave hugs and kisses and left.

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., tells about the birth of a baby brother).
- remains focused on the task.
- provides some specific support (e.g., *Me and my Nana went down the hall and cheched on my mommy we put our ear up to the wall. And listened we heard something Squeak and we thought it was the baby But it was the chair* [My nana and I went down the hall and checked on my mommy. We put our ears up to the wall and listened. We heard something squeak, and we thought it was the baby, but it was the chair]).
- has a brief beginning, a clear middle, and an ending that reiterates the beginning.
- includes basic vocabulary.
- is readable, though it emphasizes simple sentence patterns.
- displays a sense of audience by using an excited tone (e.g., *It was so much fun because we rushed to the hospital; Here's the funny part*).

NOTE: The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality and uses basic sentences and vocabulary. However, a Score Point 4 paper provides some details and in-depth information, while a Score Point 3 paper shows little or no development of ideas.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization, except in the case of the run-on sentences cited below, but has errors in the capitalization of a proper noun (e.g., *my Nana* [my nana]) and two proper pronouns (e.g., *i'm* [I'm], *i'll* [I'll]).
- has no errors in ending punctuation, except in the case of the run-on sentences cited below.
- has no errors in subject and verb agreement.
- includes two grade-level spelling errors (e.g., *cheched* [checked], *exciteing* [exciting]).
- contains two run-on sentences (e.g., *Me and my Nana went down the hall and cheched on my mommy we put our ear up to the wall. And listened we heard something Squeak and we thought it was the baby But it was the chair* [My nana and I went down the hall and checked on my mommy. We put our ears up to the wall and listened. We heard something squeak, and we thought it was the baby, but it was the chair]) and two sentence fragments (e.g., *And bought a toy for him; And played with him all night*).

Original Story

Title: A Day I'll never forget

Hi. My name is M. And i'm going to tell you the most exciting day i'll never forget.

It was the day that my baby brother was born. It was so much fun because we rushed to the hospital. And we waited and waited for hours. Here's the funny part. Me and my Nana went down the hall and cheched on my mommy we put our ear up to the wall. And listened we heard something Squeak and we thought it was the baby But it was the chair. But then they called me in and there was my little baby brother. After he was born we went downstairs and into the gift shop. And bought a toy for him. A few days after that we took him home. And played with him all night. And that was the, most exciteing day in my life.

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., tells about a trip to Universal Studios in Florida).
- shows little focus on the task.
- contains a few relevant details (e.g., *I rode the hulk [Hulk.] it [It] does 2 or 3 upside down [upside-down] loops*).
- consists of a brief, clear beginning, a list-like middle, and brief, clear ending.
- shows no evidence of attention to word choice.
- is readable but includes mostly simple sentences.
- displays a sense of audience by using a positive tone (e.g., *But my favorite thing was to spend time with my family*).

NOTE: On the positive side, the Score Point 2 paper communicates some ideas. However, the overall lack of language skills limits the student's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- contains no errors in beginning capitalization, except in the case of the run-on sentences cited below, but includes numerous errors in the capitalization of proper nouns (e.g., *i'll [I'll], flordia [Florida], hulk [Hulk], dueling dragons [Dueling Dragons], rockin roller coaster [Rock 'N' Roller Coaster]*).
- has one ending punctuation error that is not associated with the run-on sentences cited below (e.g., *But my favorite thing was to spend time with my family [.]*).
- has no subject and verb agreement errors.
- has one grade-level spelling error (e.g., *flordia [Florida]*).
- has several run-on sentences (e.g., *One of the days i'll [I'll] never forget is [was] when I went to flordia [Florida.] we [We] went to Universal Studios [.] I rode the hulk [Hulk.] it [It] does 2 or 3 upside down [upside-down] loops. I also road the dueling dragons [Dueling Dragons.] it [It] does 2 to 3 loops too*) but no sentence fragments.

NOTE: The difference between a Score Point 3 paper and a Score Point 2 paper is that in a Score Point 2 paper, the number and variety of errors are often in basic language skills.

Original Story

Title: _____ Flordia _____

One of the days i'll never forget is when I went to flordia we went to Universal Studios I rode the hulk it does 2 or 3 upside down loops. I also rode the dueling dragons it does 2 to 3 loops too. One of my favorites had to be rockin roller coaster 0 to 60mph in 2.3sec. But my favorite thing was to spend time with my family

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., tells only about seeing a spider and screaming).
- is too brief to establish a focus.
- offers one piece of relevant support (e.g., *I screm [screamed] so space coud [could] hear me*).
- lacks sufficient development to determine an organizational plan.
- is readable, though it shows little evidence of sentence control.
- contains a simple, limited vocabulary.
- shows some sense of audience by using effective imagery.

NOTE: Although Score Point 1 is the lowest score point, the paper conveys some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has one error in beginning capitalization (e.g., *that* [That is]) that is not associated with the run-on sentence cited below and no errors in the capitalization of proper nouns.
- has no errors in ending punctuation, except in the case of the run-on sentence cited below.
- includes two errors in subject and verb agreement. In both cases, the verb is missing from the sentence (e.g., *The most unforgettable day [was] when I saw [a] spiter [spider]; that whi I hate spieter* [That is why I hate spiders]).
- has a number of grade-level spelling errors (e.g., *spiter* [spider], *screm* [screamed], *coud* [could], *whi* [why]) in proportion to its overall length.
- contains a run-on sentence (e.g., *The most unforgettable day [was] when I saw [a] spiter [spider.] I screm [screamed] so space coud [could] hear me*) but no sentence fragments.

NOTE: In a Score Point 1 paper, errors cause the reader to struggle to discern the writer's meaning.

Original Story

Title: _____ Unforgettable _____

_____ The most unforgettable day when I saw spiter I screm so space coud hear
me. that whi I hate spieter. _____

INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 10 is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions and extended-response question. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. Students may receive a maximum of two points.

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points.

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, and spelling. Students may receive a maximum of four points.

INTRODUCTION TO READING/WRITING TASKS (cont.)

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions in addition to Reading Comprehension.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 4 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.

Test 4: English/Language Arts

For Test 4, you will read a passage and a story. You will answer questions about what you have read. Then you will do some writing on a related topic.

First you will read “The Art of Watering.” This passage tells how to water plants. Read the passage and do Numbers 1 through 6. You may look back at the passage as often as you like.

Pre-Reading

The reading passages are preceded by an introduction that helps the student to focus on the upcoming task.

Following the introduction, the student reads “The Art of Watering” and “Paca and Beetle.” A copy of these passages accompanies the student’s responses to the applied skills section.

Test 4—Question 1

READING: Comprehension

- 1** Which sentence describes the MAIN idea of this passage?
- ☐ Deepwatering your plants is the best way to help them grow.
 - ☐ To water plants correctly, you should use both a watering can and a spray bottle.
 - ☒ It is important to know when and how to water your plants, so you can keep them healthy.
 - ☐ You need to water your plants more often during the summer months than during the winter months.

Test 4—Question 2
READING: Comprehension

2 According to the passage, what is ONE way to tell when your plant needs water?

According to the passage, what is ONE way to tell when your plant does NOT need water?

Exemplars:

Needs water

- if you knock on the pot and hear a “clonk”
- if the soil feels dry
- if the soil pulls away from the sides of the pot
- if the soil looks like a lump in the pot
- if the plant droops
- other relevant text-based response

Does not need water

- if you knock on the pot and hear a “clink”
- if soil feels moist
- if water is standing in the draining dish
- if it is crawling with small white worms
- if it is blooming
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------------------|
| 2 points | version of one exemplar for each part |
| 1 point | version of one exemplar only |
| 0 points | other |

SCORE POINT 2

- 2** According to the passage, what is ONE way to tell when your plant needs water?

If the soil is dry.

According to the passage, what is ONE way to tell when your plant does NOT need water?

If the soil is moist and cold.

Test 4—Question 2 Score Point 2

The first part of the response is a version of the second exemplar for “Needs water.” The second part of the response is a version of the second exemplar for “Does not need water.” The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 2** According to the passage, what is ONE way to tell when your plant needs water?

The lizzie plant

According to the passage, what is ONE way to tell when your plant does NOT need water?

fill the soil and if it is all ready weat that means tha it
dont mean watered.

Test 4—Question 2 Score Point 1

The first part of the response is incorrect. The second part of the response is a version of the second exemplar for “Does not need water.” Therefore, the total response receives a Score Point 1.

Test 4—Question 2
Score Point 0

The first and second parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

SCORE POINT 0	
2	<p>According to the passage, what is ONE way to tell when your plant needs water?</p> <p><u>It needs water every day.</u></p> <p>According to the passage, what is ONE way to tell when your plant does NOT need water?</p> <p><u>It does not need water every minute.</u></p> <p>_____</p>

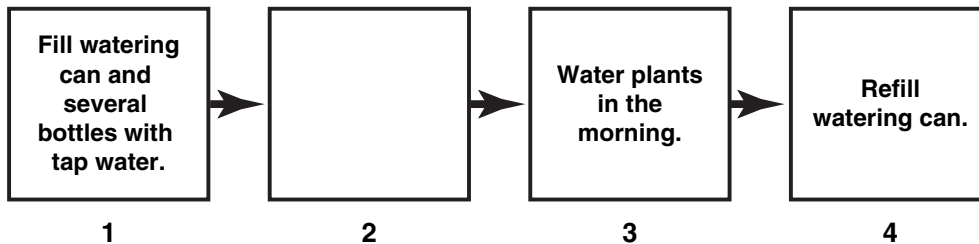
NOTE: The responses to Numbers 2, 6, 8, and 12 (the open-ended questions) do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

Test 4—Question 3
READING: Comprehension

- 3** On a hot summer day, you would probably need to water all of your plants EXCEPT your
- ☒ desert plant
 - ☐ plant in the large pot
 - ☐ plant with large leaves
 - ☐ tropical rainforest plant

Test 4—Question 4
READING: Comprehension

- 4** The boxes below show the steps for making plant water.



Which of the following belongs in Box 2?

- ☒ Let the water stand overnight.
- ☐ Spray the plants with a mister.
- ☐ Check the chlorine level of the water.
- ☐ Get everything ready for the next day.

Test 4—Question 5
READING: Comprehension

- 5** When is tap water safe to use for plants?
- ☐ during the summer months when the air is dry
 - ☐ before the plant goes through a new growing stage
 - ☐ when the water is poured into a large bowl for the plant to sit in
 - ☒ after the water warms up overnight and the chlorine and calcium are gone

Test 4—Question 6
READING: Literary Response and Analysis

- 6** The authors sometimes use personification, or talk about plants as if they were people. Find TWO different examples from the passage to show how the authors talk about plants as if they were people. Write these examples on the lines below.

1) _____

2) _____

Exemplars:

- "Plants do NOT like standing with their feet (I mean their roots) in water."
- "Her soil was like a dry lump in the pot."
- "I had forgotten to water her!"
- "I quickly filled a big bowl with water and put Lizzie in it, with the water level up over the top of her pot."
- "I left her like that for quite a while, until no more bubbles came to the surface."
- "And, believe it or not, after a couple of hours she began to recover and to stand up straight."
- "Lizzie was saved!"
- "Plants don't like water right out of the tap."
- "Rainwater, on the other hand, is 'soft water,' and plants love it."
- "The water is just the right temperature, too, and plants like THAT."
- "They don't want an ice-cold shower in the morning any more than you do!"
- "Get yourself a spray bottle (mister) and give your plants a daily shower. They'll love it."
- "Busy Lizzie, for example, does not want to get her flowers wet."
- other relevant text-based response

Rubric:

- | | |
|-----------------|------------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar only |
| 0 points | other |

Test 4—Question 6
Score Point 2

The first part of the response is a version of the second exemplar. The second part of the response is a version of the first exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 2

- 6** The authors sometimes use personification, or talk about plants as if they were people. Find TWO different examples from the passage to show how the authors talk about plants as if they were people. Write these examples on the lines below.

- 1) Her soil was like a dry lump in her pot.

- 2) Plants do not like standing with their feet in water

Test 4—Question 6
Score Point 1

The first part of the response is a version of the eleventh exemplar. The second part of the response is incorrect. Therefore, the total response receives a Score Point 1.

SCORE POINT 1

- 6** The authors sometimes use personification, or talk about plants as if they were people. Find TWO different examples from the passage to show how the authors talk about plants as if they were people. Write these examples on the lines below.

- 1) They don't want an ice-cold shower in the morning
anymore than you do.
- 2) The worst thing you can do is to be stingy when you
water your plants.

SCORE POINT 0

- 6** The authors sometimes use personification, or talk about plants as if they were people. Find TWO different examples from the passage to show how the authors talk about plants as if they were people. Write these examples on the lines below.

- 1) plants are not people

- 2) plants live outside we don't

**Test 4—Question 6
Score Point 0**

The first and second parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

Test 4—Question 7
READING: Literary Response and Analysis

- 7** The parrot suggests a race because he
- ☐ wonders who is the fastest
 - ☐ has a new coat to give away
 - ☒ wants to teach the paca a lesson
 - ☐ thinks the beetle needs a challenge

Test 4—Question 8
READING: Literary Response and Analysis

- 8** Before the race, the paca and the beetle talk about the prizes they want. How is the prize the paca wants **DIFFERENT** from the prize the beetle wants?

What is **ONE** reason for the paca's choice?

Exemplars:

Difference between prizes

- The paca wants a jaguar coat, and the beetle wants a parrot coat.
- The paca wants a yellow coat with black spots, and the beetle wants a shiny green coat with golden spots.
- other relevant text-based response

Reason for paca's choice

- The jaguar is a fast animal.
- The jaguar's markings are beautiful.
- other relevant text-based response

Rubric:

- | | |
|-----------------|--|
| 2 points | versions of two exemplars, one for each part |
| 1 point | version of one exemplar only |
| 0 points | other |

Test 4—Question 8
Score Point 2

The first part of the response is a version of the first exemplar for "Difference."

The second part of the response is a version of the first exemplar for "Reason." The total response receives full credit for a Score Point 2.

SCORE POINT 2

- 8** Before the race, the paca and the beetle talk about the prizes they want. How is the prize the paca wants DIFFERENT from the prize the beetle wants?

Paca wanted a jaguars coat but beetle wanted a parrot coat

What is ONE reason for the paca's choice?

Jaguars are really fast.

Test 4—Question 8
Score Point 1

The first part of the response is a version of the first exemplar for "Difference."

The second part of the response is incorrect. Therefore, the total response receives a Score Point 1.

SCORE POINT 1

- 8** Before the race, the paca and the beetle talk about the prizes they want. How is the prize the paca wants DIFFERENT from the prize the beetle wants?

Paca wants one like a jaguay. and the beetle got one like a parrot.

What is ONE reason for the paca's choice?

Don't talk about the beetle because you didn't know he had wings.

SCORE POINT 0

- 8** Before the race, the paca and the beetle talk about the prizes they want. How is the prize the paca wants DIFFERENT from the prize the beetle wants?

Paco has a coat that is yellow with black spots like a
jaguar, and Bettie wants a coat just like Pacos.

What is ONE reason for the paca's choice?

He can fly and beetle can not.

Test 4—Question 8
Score Point 0

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

Test 4—Question 9
READING: Literary Response and Analysis

9 Read these sentences from the story.

**Paca’s eyes grew wide at the sight of the little brown beetle.
“How did you get here so quickly?” asked the paca.**

When the author says that the paca’s “eyes grew wide,” she means that the paca

- ☐ is angry
- ☒ is surprised
- ☐ has poor vision
- ☐ has something funny to say

Test 4—Question 10
READING: Comprehension

10 If the story continued, the beetle would MOST LIKELY

- ☐ brag about his colorful shell
- ☒ continue on his long journey
- ☐ find a way to punish the paca
- ☐ challenge the parrot to a race

Test 4—Question 11

READING: Word Recognition, Fluency, and Vocabulary Development

11 Read this sentence from the story.

Tiny golden spots, the color of the parrot’s head, twinkled all over his shell.

Which sentence below uses the word *spots* as it is used above?

- ☐ There are many spots we can visit.
- ☒ My banana has spots that tell me it is ripe.
- ☐ The squirrel spots the seeds that Tim sets out.
- ☐ Mia always gets one of the last spots on the bus.

Test 4—Question 12
READING: Literary Response and Analysis

12 Give TWO different reasons the paca loses the race.

- 1) _____

- 2) _____

Exemplars:

- He starts to walk because he thinks he has plenty of time.
- He starts daydreaming about his beautiful new fur coat.
- He is unaware of the beetle's "hidden talent" (wings, ability to fly, etc.).
- He brags too much.
- He is too confident.
- other relevant text-based response

Rubric:

- | | |
|-----------------|------------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar only |
| 0 points | other |

SCORE POINT 2

12 Give TWO different reasons the paca loses the race.

- 1) He thought it would take hours for the beetle caught up
with him so he start to walk
- 2) he didn't no that the beetle could fly.

**Test 4—Question 12
Score Point 2**

The first part of the response is a version of the first exemplar. The second part of the response is a version of the third exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

12 Give TWO different reasons the paca loses the race.

- 1) thinks the beetle can bet him.
- 2) he dose not know the beetle can fly

**Test 4—Question 12
Score Point 1**

The first part of the response is incorrect. The second part of the response is a version of the third exemplar. Therefore, the total response receives a Score Point 1.

SCORE POINT 0

12 Give TWO different reasons the paca loses the race.

- 1) he took a nap
- 2) he was cheating

**Test 4—Question 12
Score Point 0**

Neither the first nor the second part of the response is correct. Therefore, the total response receives a Score Point 0.

Test 4—Question 13

READING: Comprehension

WRITING: Applications/English Language Conventions

13



The parrot claims that the beetle won the race fairly. The paca believes that the beetle has cheated. Who is right?

Write about your choice. **In your writing, be sure to include at least TWO different examples from the story to help explain who you think is right.**

You may use the space below to plan your writing. Using the Editing Checklist on page 60, check your writing for correct grammar, spelling, punctuation, and capitalization. Remember, your writing should be well organized and have a beginning, a middle, and an end.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Extended Response Writing Applications Overview Grades 3–5

Score	Does the writing sample
4	<ul style="list-style-type: none"> • stay fully focused? • include many relevant ideas? • have clear order? • exhibit more than adequate word usage? • exhibit writing that is fluent and easily readable? • display a sense of audience?
Score	Does the writing sample
3	<ul style="list-style-type: none"> • stay mostly focused? • include relevant ideas? • have order? • exhibit adequate word usage? • exhibit writing that is readable? • display some sense of audience?
Score	Does the writing sample
2	<ul style="list-style-type: none"> • stay somewhat focused? • include some relevant ideas? • have some order? • exhibit minimal word usage? • exhibit writing that is mostly readable? • display little sense of audience?
Score	Does the writing sample
1	<ul style="list-style-type: none"> • have little or no focus? • include few or no relevant ideas? • have little or no order? • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little or no sense of audience?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

**Extended Response Writing Applications Rubric
Grades 3–5**

SCORE POINT 4	
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.	
Ideas and Content	
<p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling or repeating information? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information? • provide many supporting details? • explore many facets of the topic? 	
Organization	
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? 	
Style	
<p>Does the writing sample exhibit more than adequate word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and use vivid or challenging words? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentences.) <p>Does the writing sample display a sense of audience?</p> <ul style="list-style-type: none"> • Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric Grades 3–5

SCORE POINT 3
<p>A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
<p>Ideas and Content</p> <p>Does the writing stay mostly focused? Does it</p> <ul style="list-style-type: none"> • mostly stay on the topic? (Writing may include minor tangents.) • include some rambling and/or repetition? <p>Does the writing sample include relevant ideas? Does it</p> <ul style="list-style-type: none"> • present related information? • provide some supporting details?
<p>Organization</p> <p>Does the writing have order? Does it</p> <ul style="list-style-type: none"> • follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)? • have a logical progression of main ideas and support? (Writing may have lapses.)
<p>Style</p> <p>Does the writing sample exhibit adequate word usage? Does it</p> <ul style="list-style-type: none"> • include mostly ordinary/common words (although some vivid or challenging words may be used)? <p>Is the writing readable? Does it</p> <ul style="list-style-type: none"> • flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)? • generally lack varied sentence patterns (although it may include some complex sentences)? <p>Does the writing sample display some sense of audience?</p> <ul style="list-style-type: none"> • Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

**Extended Response Writing Applications Rubric
Grades 3–5**

SCORE POINT 2	
<p>A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>	
Ideas and Content	
<p>Does the writing stay somewhat focused? Does it</p> <ul style="list-style-type: none"> • stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.) • ramble and/or repeat information? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide minimal information and not begin to exhaust the possibilities? • provide minimal details, but does not develop details? 	
Organization	
<p>Does the writing have some order? Does it</p> <ul style="list-style-type: none"> • show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)? • require the reader to fill in gaps in the sequence? 	
Style	
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • exhibit minimal evidence of word choice? <p>Is the writing mostly readable?</p> <ul style="list-style-type: none"> • Writing may be difficult to follow in some sections. • Writing may be hard to understand; the connection of ideas and information may be unclear. • Does the writing lack sentence variety? <p>Does the writing display little sense of audience?</p> <ul style="list-style-type: none"> • Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric Grades 3–5

SCORE POINT 1	
<p>A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>	
Ideas and Content	
<p>Does the writing exhibit little or no focus?</p> <ul style="list-style-type: none"> • Writer may get distracted, may drift away from topic, or may convey little meaning. • Topic may not be developed. <p>Does the writing sample include few or no relevant ideas?</p> <ul style="list-style-type: none"> • Writing may include unfinished/fragmented ideas. • Writing may include only one or two bits of information. 	
Organization	
<p>Does the writing have little or no order? Does it</p> <ul style="list-style-type: none"> • show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)? • have some ideas that may not be related to each other? 	
Style	
<p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain a limited or simple vocabulary? • show no evidence of attention to word choice? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> • Reader may have to fill in gaps or guess what the writer was trying to say. • Is sentence construction frequently incorrect? <p>Does the writing sample display little or no sense of audience?</p> <ul style="list-style-type: none"> • Text may be flat, lifeless (i.e., have no voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Language Conventions Rubric Grades 3–5

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Reading Comprehension Rubric

SCORED FOR READING	
Exemplars:	
<p>The parrot is right because</p> <ul style="list-style-type: none"> • he only says to, "Go as fast as you can!" • he says, "Just because you were unaware of Beetle's hidden talent doesn't mean that he shouldn't have flown to win." • other relevant text-based response <p>The paca is right because</p> <ul style="list-style-type: none"> • he does not know that flying is allowed. • he says, "I didn't know you could fly!" • other relevant text-based response 	
Reading Comprehension Rubric:	
Score	
2	response includes versions of two exemplars
Score	
1	response includes version of one exemplar only
Score	
0	other

Extended Response Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task and maintains focus (i.e., states that the parrot is right and supports this position).
- provides complete information not only to support the parrot's side of the argument (e.g., *Also I think the parrot is right because the beetle didn't like to let everyone know that he had wings*), but also to discredit the paca's side of the argument (e.g., *I don't think the paca was right because he just thought that he would win, so he just dwoddled [dawdled] around until he got to the tree*).
- follows a logical order. The writer states a position in a short, clear introduction, moves to a body of support, then reiterates the position in the final paragraph.
- uses basic vocabulary as well as a few dynamic words and phrases (e.g., *dwoddled [dawdled]*, *sassed him off*).
- is fluent and includes a variety of sentence patterns.
- has a strong sense of audience (e.g., *What do you think? Do you have a different opinion?*).

Extended Response Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization, except in the case of the run-on sentence cited below, but includes errors in the capitalization of proper nouns (e.g., *and beetle [Beetle]*, *and parrot [Parrot]*).
- has no errors in ending punctuation, except in the case of the run-on sentence cited below.
- has no errors in subject and verb agreement.
- contains a grade-level spelling error (e.g., *softly [swiftly]*).
- contains a run-on sentence (e.g., *Then he noticed beetle [Beetle] beat him there [.] he [He] got mad and tried to convince them that he won, but it didn't work and parrot [Parrot] sassed him off*) but no sentence fragments.

NOTE: In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.

Essay

In the Paca and Beetle I think the parrot was right because he said, "Go as softly as you can, and beetle did." Also I think the parrot is right because the beetle didn't like to let everyone know that he had wings. "He only uses them only when necessary," the parrot had said.

I don't think the paca was right because he just thought that he would win, so he just dwoddled around until he got to the tree. Then he noticed beetle beat him there he got mad and tried to convince them that he won, but it didn't work and parrot sassed him off. Then beetle got his coat from parrot and was happy because he looked like his parrot friend. After the story I think that the paca never tried to race a beetle again.

That is why I think the parrot was right and that the beetle won. What do you think? Do you have a different opinion?

Reading Comprehension Score Point 2

The response (shown above) includes at least two different examples from the story to support the writer's position: *I think the parrot was right because he said, "Go as softly as you can, and beetle did."* ["Go as swiftly as you can," and Beetle did] is a version of the first exemplar for "parrot"; *Also I think the parrot is right because the beetle didn't like to let everyone know that he had wings* is a version of the second exemplar for "parrot." Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the task and stays mostly focused (i.e., states that the beetle is right and attempts to support this position).
- opens with relevant support (e.g., *I think the beetle is right because the parot [parrot] said [,] move has swifley has you could ["Move as swiftly as you can,"] and the beetle flew [,] and Paca walked outside of the river [,] and the river was endless*) but then begins to ramble.
- has a strong beginning sentence but lacks an organized middle or a clear ending.
- uses a more than adequate vocabulary.
- is composed of long sentences, some of which are complex. However, the fluency of the writing is affected by problems with sentence control.
- displays a sense of audience by using a conversational tone (e.g., *You know some people say that small animals are so so so so slow and [so, so, so, so slow, and] huge animals move [by] darting [,] but [that is] not always true*).

Extended Response Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct beginning capitalization, except in the run-on sentence cited below, but has an error in the capitalization of a proper noun (e.g., *And Paca didn't think beetle [Beetle] would win*).
- has one error in ending punctuation (e.g., *You know some people say that small animals are so so so so slow and [so, so, so, so slow, and] huge animals move [by] darting [,] but [that is] not always true [.]*) that is not associated with the run-on sentence cited below.
- has correct subject and verb agreement.
- has several grade-level spelling errors (e.g., *parot [parrot], has [as], swifley [swiftly], life time [lifetime], mite [might]*).
- contains one run-on sentence (e.g., *Paca said [,] you cheated ["You cheated,"] but he didn't [.] the [The] beetle mite [might] be slow and small [,] but you never know what will happen these days*) but no sentence fragments.

NOTE: In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.

Essay

I think the beetle is right because the parot said move has swifley has you could and the beetle flew and Paca walked outside of the river and the river was endless. And Paca didn't think beetle would win so he agreed with Parot and they raced. Beetle said he was going on a long journey and Paca said it would take him a entire life time to take a long journey. Paca said you cheated but he didn't the beetle mite be slow and small but you never know what will happen these days. You know some people say that small animals are so so so so slow and huge animals move darting but not always true

Reading Comprehension Score Point 2

The response (shown above) includes two different examples from the story to support the writer's position: *the parot* [parrot] *said [,] move has swifley has you could* ["Move as swiftly as you can,"] and *the beetle flew* corresponds to the first exemplar for "parrot"; *Paca walked outside of the river [,] and the river was endless. And Paca didn't think beetle* [Beetle] *would win* receives credit under the third exemplar for "parrot." Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- minimally accomplishes the task. The writer states a position (e.g., *paca* [Paca] *said that the betle* [beetle] *cheated. But he didn't cheat*), then wanders off to a discussion about the lesson of the story.
- offers some relevant support (e.g., *He had his wings hinnd along* [hidden all along] *and didn't brig* [brag] *about it*) but expands this support only briefly.
- progresses in a discernible order.
- uses very basic vocabulary.
- is readable, but shows little evidence of sentence control.
- demonstrates a sense of audience by adopting a conversational tone (e.g., *So Next* [next] *time* [,] *never brig* [brag] *about some thig* [something]).

Extended Response Language Conventions

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has one error in beginning capitalization (e.g., *paca* [Paca] *said that the betle* [beetle] *cheated*) and an error in the capitalization of a proper noun (e.g., *Wen paca* [When Paca]).
- has no errors in ending punctuation.
- has no errors in subject and verb agreement.
- includes many grade-level spelling errors (e.g., *Wen* [When], *rase* [raced], *betle* [beetle], *hinnd* [hidden], *brig* [brag], *some thig* [something], *leran* [learned]) in proportion to its overall length.
- includes no run-on sentences but has two sentence fragments (e.g., *Wen paca and the betle rase* [When Paca and the beetle raced]; *That you like or someting* [something] *you want really bad* [badly]).

Essay

Wen paca and the beetle rase. The beetle won. paca said that the betle cheated. But he didn't cheat. He had his wings hinnd along and didn't brig about it. So Next time never brig about some thig. You might lose some thing. That you like or someting you want really bad. So paca leran is lesson about that.

Reading Comprehension

Score Point 1

The response (shown above) includes one example from the story to support the writer's position: *So Next* [next] *time* [,] *never brig* [brag] *about some thig* [something] receives credit under the third exemplar for "parrot."

Extended Response Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- only partially accomplishes the task (i.e., states a clear position but does not support it with any relevant information).
- includes no details from the text.
- is too brief to establish an organizational pattern.
- includes a limited, simple vocabulary.
- is readable.
- demonstrates no sense of audience.

Extended Response Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization, except in the case of the run-on sentence cited below.
- includes no errors in ending punctuation, except in the case of the run-on sentence cited below.
- has many grade-level spelling errors (e.g., *Thenk* [think], *rhot* [right], *paret* [parrot], *faser* [faster], *bettal* [beetle]) in proportion to its overall length.
- is composed of a single run-on sentence.

NOTE: In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.

Essay

I Thenk the Paca is rhot a paret is faser then a bettal.

Reading Comprehension

Score Point 0

The response (shown above) includes a statement of the writer's position (e.g., *I Thenk the Paca is rhot* [I think the paca is right]) but does not offer any text-based examples to support this position. Therefore, this response receives a Score Point 0.

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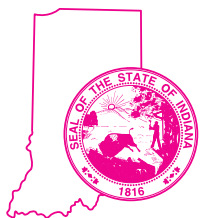
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Grade 5

English/Language Arts

Fall 2007

Teacher's Scoring Guide



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